

## Textbook Alignment to the Utah Core – Health 9-12

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Health 9-12 Core Curriculum

Title: \_\_\_\_\_ ISBN#: \_\_\_\_\_

Publisher: \_\_\_\_\_

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: Students develop skills and processes that contribute to the development of a healthy self.**

Percentage of coverage in the *student and teacher edition* for Standard I: \_\_\_\_\_%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ✓

**Objective 1.1:** Determine the influence of **behavioral choices** on

mental, social, emotional, physical, and spiritual <b>health</b> .				
<b>a.</b>	Explain Maslow's Hierarchy of Needs and resources available to support those needs.			
<b>b.</b>	Analyze the positive and negative effects of environmental factors on mental health.			
<b>c.</b>	Identify the healthy and unhealthy uses of defense mechanisms in daily life.			
<b>d.</b>	Describe common mental disorders/illnesses and treatments; e.g., depression, anxiety/panic, somatoform, affective, personality.			
<b>e.</b>	Analyze the role of developmental assets in building resiliency; e.g., contributes to self-efficacy, establishes support systems.			
<b>Objective 1.2:</b> Demonstrate positive strategies for managing stress.				
<b>a.</b>	Identify situations or circumstances that cause stress.			
<b>b.</b>	Evaluate personal responses to stressful situations.			
<b>c.</b>	Develop a variety of healthy ways to reduce or prevent stress.			
<b>d.</b>	Design a time-management plan for stress prevention or reduction.			
<b>Objective 1.3:</b> Analyze the grieving process.				
<b>a.</b>	Identify emotions or reactions associated with grief.			
<b>b.</b>	Determine a variety of healthy ways to express or process these emotions.			
<b>c.</b>	Determine the role family, friends, schools, and communities can play in helping individuals with grief.			
<b>Objective 1.4:</b> Develop a decision-making process to resolve a dilemma.				
<b>a.</b>	Determine the influence of values, dreams, and goals on the decision-making process.			
<b>b.</b>	Predict the short- and long-term effects of risks.			

c.	Evaluate the effects of media on perceptions and decisions.			
d.	Identify steps in decision making.			
e.	Weigh ethical implications of decisions.			
<b>STANDARD II: Students develop health-promoting and risk-reducing behaviors used to prevent substance abuse.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> Determine the individual and societal <b>implications of drug use and non-use.</b>				
a.	Identify consequences of illegal and legal/age-restricted drug use.			
b.	Identify some common antagonistic and synergistic effects of drug interactions.			
c.	Analyze the impact of personal substance misuse or abuse on family, friends, and society; e.g., communication skills, financial costs, relationships, life management, services needed.			
d.	Describe the impact of alcohol, tobacco, and other drug (ATOD) use by males and females on fetal and child development; e.g., fetal alcohol syndrome/effects (FAS/FAE), drug-affected children, asthma, impaired motor abilities, emotional/mental impact.			
e.	Describe responsible use of legal drugs and supplements; e.g., prescription, over-the-counter (OTC), herbs, vitamins, creatine.			
f.	Apply decision-making skills and values to a variety of legal, social, and emotional scenarios related to substance abuse.			
<b>Objective 2.2:</b> Analyze the impact an individual could have in promoting substance abuse <b>prevention, intervention, and treatment.</b>				

<b>a.</b>	List a variety of activities that could be positive alternatives to substance abuse.			
<b>b.</b>	Determine ways in which all peers can help with prevention and intervention of substance abuse.			
<b>c.</b>	Identify benefits of a strong support system.			
<b>d.</b>	Explain the need for professional intervention when individuals are involved in a dependency or other addictive process.			
<b>e.</b>	Compile a list of community/agency resources available to support individuals impacted by substance abuse.			
<b>STANDARD III: Students determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> Analyze the influence of differing <b>cultural and societal norms regarding gender roles</b> on behavior, dreams, and goals.				
<b>a.</b>	Predict how an individual's beliefs regarding gender roles may influence behavior, dreams and goals.			
<b>b.</b>	Identify factors that influence beliefs about gender roles; e.g., age, media, media representation, culture, societal norms.			
<b>c.</b>	Explain the impact of gender-specific messages on healthy behavior for males and females throughout the lifecycle; e.g., equity, respect, education, careers, sports, relationships.			
<b>Objective 3.2:</b> Develop skills that contribute to <b>healthy, dynamic relationships</b> .				
<b>a.</b>	Identify characteristics necessary for healthy relationships; e.g., empathy, confidence, trust, individual rights and responsibilities.			
<b>b.</b>	Identify skills necessary for healthy relationships; e.g.,			

	communication, listening, goal-setting.			
c.	Generate ways to open discussions with parents/guardians.			
d.	Identify the role of grief and loss in relationships.			
e.	Develop ways to accept, manage, and/or adapt to changes in relationships.			
<b>Objective 3.3:</b> Demonstrate the skills needed to <b>manage unhealthy or dangerous relationships</b> or situations.				
a.	Identify unhealthy behaviors; e.g., coercion, selfishness, obsessions, neediness, control, manipulation, apathy, aggression.			
b.	Predict the possible consequences when there is a wide disparity in age of partners; e.g., growth, power, respect, goals, earning potential, equity, aging, children.			
c.	Identify the behaviors that lead to sexual harassment and/or aggression.			
d.	Develop strategies for managing sexual harassment/aggression in self and others.			
e.	Identify people, resources, and services that may help with personal or relationship issues.			
<b>Objective 3.4:</b> Predict how responsibilities related to <b>sexual development</b> and health maintenance change <b>throughout the lifecycle</b> .				
a.	Explain reproductive anatomy and physiology of females and males.			
b.	Identify the benefits of sexual abstinence.			
c.	Describe how sexual abstinence contributes to overall wellness; e.g., physical, emotional, spiritual, mental, social.			
d.	Identify means of prevention of early and/or unintended pregnancy and sexually transmitted infections; e.g., abstinence, disease prevention, contraception/condom use. (Contraceptive/condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)			
e.	Explain the importance of health maintenance, including			

	breast and testicular self-exams, pap smears, and annual physical examination.			
f.	Analyze the effects of aging on the physiological functions and health of reproductive systems; e.g., menopause, hormonal changes, prostate and other cancers.			
g.	Adoption presentation.			
<b>Objective 3.5:</b> Determine the benefits of planning for <b>pregnancy and parenthood.</b>				
a.	Determine how planning ahead can contribute to healthy pregnancy(s), fetal development, birth, and relationships.			
b.	Explain the value of prenatal care, nutrition and exercise, and abstinence from ATOD.			
c.	Explain the various stages of fetal development and birth.			
d.	Identify factors that may complicate pregnancy and/or contribute to birth defects; e.g., choices, environment, illness, substance use, genetics, nutrition, undetermined factors.			
<b>STANDARD IV: Students analyze issues related to health promotion and disease prevention.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1:</b> Analyze how non-communicable, <b>chronic illnesses</b> affect individuals, families, and society.				
a.	Identify common chronic illnesses; e.g., asthma, diabetes, cancer, Alzheimer's, schizophrenia, depression.			
b.	Predict the impact of chronic illness on economic, social, mental, emotional, and physical well-being.			
c.	Explain the positive and negative results of living with health challenges.			
d.	Determine the benefits of assisting those living with chronic			

	illness for individuals, volunteers, family, and community.			
<b>Objective 4.2:</b> Analyze the impact of <b>HIV disease, hepatitis, and sexually transmitted infection</b> on self and others.				
<b>a.</b>	Explain transmission, physiology, and treatments for HIV disease, hepatitis, and sexually transmitted infections.			
<b>b.</b>	Determine methods of prevention; e.g., correct condom use per package instructions. (Condom information is subject to Utah State law and State Board of Education policy. Demonstration is not allowed – please see below.)			
<b>c.</b>	Predict the economic, social, mental, emotional, and physical impact of HIV/AIDS, hepatitis, and sexually transmitted diseases.			
<b>STANDARD V: Students determine how individual and group behaviors impact personal and community health and safety.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %</b>		
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<b>Objective 5.1:</b> Demonstrate ability to <b>manage conflict peacefully and safely.</b>				
<b>a.</b>	Explain the role if conflict in interpersonal relationships.			
<b>b.</b>	Identify warning signs that conflict may be escalating.			
<b>c.</b>	Develop strategies for dealing safely with conflict.			
<b>d.</b>	Practice conflict-management skills and/or strategies.			
<b>Objective 5.2:</b> Identify ways to help self or others when dealing with <b>suicide.</b>				
<b>a.</b>	Identify warning signs of suicide.			
<b>b.</b>	Practice skills or strategies that can help prevent a suicide; e.g., questioning skills, communicating with others, asking for help, expressing emotions, referral.			
<b>c.</b>	Compile a list of resources in the school and community to			

	help a person dealing with suicide.			
<b>Objective 5.3:</b> Develop strategies for ensuring <b>personal safety</b> in a variety of situations.				
<b>a.</b>	Identify potentially dangerous situations.			
<b>b.</b>	Identify person(s) to rely on in risky situations.			
<b>c.</b>	Create safety plans to address a variety of potential risks; e.g., automobile, recreational, natural disasters, assault, rape, confrontations, domestic and other violence.			
<b>Objective 5.4:</b> Analyze the process of creating a <b>safe and caring environment</b> for citizens.				
<b>a.</b>	Identify common values, rules, and responsibilities of various communities; e.g., nonviolence, respect, responsibility, honest, civility, cooperation, compassion.			
<b>b.</b>	Identify ways a community cares for itself; e.g., Neighborhood Watch, city and school clean-up, law enforcement, community mobilization, health resources and services, volunteerism.			
<b>c.</b>	Compile a list of community/agency resources that contribute to a safe and caring community; e.g., public safety and health, recreational opportunities, mental health services.			
<b>STANDARD VI: Students plan to incorporate healthy nutritional and fitness behaviors.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %</b>		
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<b>Objective 6.1:</b> Evaluate <b>nutrient density</b> and balance of individual <b>food intake</b> .				
<b>a.</b>	Identify the basic nutrients found in each food group; i.e., vitamins, minerals, fats, proteins, water, and carbohydrates.			
<b>b.</b>	Evaluate various types of foods using the food labels.			



c.	Compare individual nutrient intake and Recommended Daily Allowances (RDA).			
d.	Identify low-nutrient foods.			
e.	Identify nutrient-dense foods that are enjoyable and cost effective.			
<b>Objective 6.2:</b> Design a <b>personal peak performance plan</b> to include proper nutrition, physical activity, and healthy behaviors.				
a.	Identify the five components of fitness and how to attain each.			
b.	Compute the proper amounts of exercise, rest, and nutrition to provide peak personal performance.			
c.	Determine how fast food could be included in the plan.			
d.	Determine how addictions and fads impact personal health and performance; e.g., disordered eating, dietary supplements, performance-enhancing supplements, dysfunctional weight loss or gain.			
e.	Strategize ways to manage influences of heredity and prevent disease; e.g., body type, diabetes, hypertension, heart disease, cancer, osteoporosis.			
f.	Compare nutritional contents of personal plan with Dietary Guidelines for Healthy Americans.			
<b>Objective 6.3:</b> Analyze the relationship between a <b>healthy sense of self and eating patterns</b> .				
a.	Identify characteristics of a healthy self and body.			
b.	Compare body image and body acceptance and the influence of one on the other.			
c.	Predict how external and internal factors impact body image and acceptance; e.g., media, fashion, trauma, abuse, perfectionism, control, lack of self-worth.			
d.	Explain the potential impact of negative body image and acceptance; e.g., fad, dieting, starvation, compulsive eating and/or exercising, bulimia, anorexia, other disordered eating.			
e.	Develop strategies for improving body image and acceptance.			

<b>f.</b>	Identify warning signs and short- and long-term effects of disordered eating.			
<b>g.</b>	Identify ways to help someone who is experiencing disordered eating.			
<b>STANDARD VII: Students evaluate health information needed to advocate for personal, peer, family, community, and environmental health.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.1: Determine how fads and trends may influence health.</b>				
<b>a.</b>	Identify health-related fads and trends.			
<b>b.</b>	Summarize how fads and trends have influenced health in the past.			
<b>c.</b>	Predict how fads and trends may influence in the future.			
<b>Objective 7.2: Create and implement an <b>advocacy plan</b> to address an unmet health need.</b>				
<b>a.</b>	Identify various professions that contribute to, or advocate for, health.			
<b>b.</b>	Identify health needs, opportunities to be proactive, related to community resources, and available services.			
<b>c.</b>	Practice advocacy skills and methods.			
<b>d.</b>	Reflect on results of the action process.			